

<b>Job Title:</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Reports to:</b>	<b>Designated Safeguarding Lead</b>
<b>Location:</b>	Thomas Hall School	<b>Accountable to:</b>	Headteacher
<b>Salary/Grade:</b>	NJC Grade F	<b>Hours of Work:</b>	37 hours (Term Time)

## Principle Purpose of the Role

- Assisting the Designated Safeguarding Lead in delivering outstanding Safeguarding for all students

## Key Duties

- To hold delegated responsibilities on behalf of the Designated Safeguarding lead including attendance at meetings and the recording and follow up actions to those meetings.
- To support students who may be exhibiting social, emotional and mental health difficulties in school to achieve their full potential.
- To support the social and emotional development of students and to help reduce their risk of harm on a day to day basis in school.
- To support students to overcome their barriers to learning and maximise the opportunities provided for them.
- To establish positive relationships with families, including conducting home visits.
- To plan and coordinate Parent Support Groups and training sessions as appropriate.
- To act as Lead Professional for pupils and families requiring Early Help assessments and interventions.
- Working positively with families and other agencies, leading on Early Help support.
- To support with the list of vulnerable children who struggle to attend school.
- To support in removing barriers to attendance through outreach, meetings etc.
- To act as school representative in strategy, child protection and child in need meetings.
- To oversee the management of CPOMs and Securely.

## Roles & Responsibilities

- To deputise for the Designated Safeguarding Lead at meetings and refer to relevant colleagues as appropriate.
- To work collaboratively with partners and stakeholders building on existing partnerships and developing service delivery arrangements.
- Support DSL in referring cases of suspected abuse and crime to the Children’s Services, Early Help Teams and the Police.
- Participate in the case management, supervision and monitoring of cases open to Children’s services and Early Help Teams as determined by the Line Manager.
- Support the DSL, who will have overall responsibility for LAC by attending some LAC reviews and co-ordinating some Personal Education Plans (PEP).
- Monitor and report termly and at other times, as appropriate, upon the academic and social progress, including PEPs, of students on the CP register and Looked After Children.
- To attend and participate in any relevant meetings as required, ensuring that the students’ voice is represented.



- To support the completion of any relevant documentation/assessments to a high standard for partner agencies including Children's services, Police, Early Help, Mental Health, the Local Authority and other key support services.
- To help create and implement risk, safety and support plans and review their effectiveness.
- Maintain up to date and accurate manual and computer records, in line with departmental regulations and the recording policy (GDPR).
- To support the completion of KPIs and provide termly reports on students' progress for relevant staff.
- Delivering direct support and interventions to children and families using agreed methodology and a variety of evidence-based interventions.
- Undertake duties as directed as per business need.
- Maintain high standards in the learning mentor base and promote the use of the base to students.
- Develop and deliver group work to engage hard to reach students once a week.

## Generic Responsibilities

- To maintain ongoing Continuous Professional Development (CPD) activity and undertake any in-service training related to the post, including annual mandatory and role-specific training.
- To maintain regular contact and good working relationships with all staff throughout the Trust and external organisations.
- To maintain the security of the data held in the Trust systems in line with all relevant legislation, including the Data Protection Act 1998 and UK General Data Protection Regulations.
- To actively participate and attend team (and other) meetings as required for updates regarding Departmental procedures and action accordingly.
- To support the Trust's internal and external audit processes.
- Participate in performance management arrangements. Identify and agree personal development objectives, making effective use of development opportunities made available to you.
- To act as an exemplary role model of the Trust's values and behaviours.
- To ensure that safe working practices are followed in respect of all areas within the provisions of The Health and Safety at Work Act 1974.
- To comply with Trust Policies and Procedures.
- To maintain confidentiality about clients, staff, and other Trust business. The work is of a confidential nature and information gained must not be communicated to other people except in the recognised course of duty. The postholder must always meet the requirements of the Data Protection Act.
- To be aware of, promote and implement the Trust's Quality and Information Security Management Systems.
- To report to line manager, or other appropriate person, in the event of awareness of bad practice.

## Staff Development and Performance

- The DDSL(s) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DDSL(s) should also undertake Prevent awareness training. Training should cover the requirements of the latest Keeping Children Safe in Education to ensure they completely understand their role.
- The post holder will have an appraisal of performance each year and will be responsible for agreeing a development plan in agreement with their manager or immediate supervisor. The development plan will be reviewed each year.
- The Trust will aid and agree development objectives for the postholder to enable the postholder to achieve their objectives and standards in line with the development plan.



- If the postholder feels they are not achieving their objective as agreed in the development plan they will bring it to the attention of their line manager at the earliest opportunity.

## **Demands and Working Conditions**

- This is an operational post and there will be considerable conflicting work demands, deadlines and interruptions, particularly during peak periods and operational deadlines.
- The postholder is to undertake other duties commensurate to the grade of the post.
- Ad hoc travel to attend training events and meetings may be required.
- There may be occasions when it will be necessary to cover other roles within the team or to work with other colleagues when there are peaks and pressing issues.
- There may be a requirement to spend large amounts of time working on sensitive information. The post holder is required to accurately record details about their work with parents and families, producing reports when requested.

**Note:** You may be required to perform duties other than those given in the job description for the post. The duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of responsibility entailed. As such, the job description therefore is not intended to be exhaustive. It is also subject to change in the light of service developments and in consultation with the postholder and their manager. The post holder will be expected to adopt a flexible attitude to the duties to meet deadlines.



## Person Specification

Education and Training			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Three GCSE/O Level/Functional Skills passes to include grade C/4 or above in English and Mathematics (or equivalent)	E	X	
Relevant qualifications at level 3 or above in education, youth, or health and social work	D	X	
Designated Safeguarding Lead and Child Protection Training Level 3	E	x	
Driving Licence and access to a vehicle	E	X	
A Mental Health and/or Counselling qualification	D	X	
Children's Mental Health Nurse qualification	D	X	
Signs of Safety/Early Help/ Protective Behaviours/Early Help Module Training would be an advantage.	D	X	
Training in solution focused therapy/ motivational interviewing, would be an advantage.	D	X	
Experience, Knowledge and Skills			
Specification	Essential (E) / Desirable (D)	Assess at application	Assess at interview
Knowledge of how to work and maintain confidentiality in relation to data/information at all times	E		X
Ability to read, write and communicate effectively in English in order to deliver in all aspects of the role	E	X	
Experience in a safeguarding role working with children, young people, social care, social work, health or school settings	E	X	
Experience of working with families with complex needs, managing cases and making referrals within the social care sector	E	X	
Previous experience of working in the education sector	D	x	x
Proficiency in Microsoft Office programs, specifically, Word, Excel, Outlook, PowerPoint	E	x	
Some experience of counselling and/or therapeutic interventions	D	X	
Use and good understanding of the Early Help Module system	D	X	
Experience of preparing reports for case conference and for court cases	D	X	
Experience working with young people with mental health issues.	D	X	
Knowledge of Personal Education Plans	D	X	
An understanding of the challenges facing young people from a disadvantaged community	E		X



Awareness of, and compliance with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection	E		
Good knowledge and understanding of Devon County Council safeguarding procedures	D	X	
Knowledge of Keeping Children Safe in Education 2025	E		x
Positive attitude to working inclusively with young people and their families	E	X	
Ability to lone work in the community; eg. Home visits	E	X	
Willingness to work effectively with teachers and senior managers in school	E		X
Willingness to work effectively and network with a wide range of support services	E		X
A commitment to improving the lives and learning opportunities of young people	E		X
A willingness to participate in in-service training and professional development	E		X
To understand the importance of advocating the 'voice of the child' both to internal and external professionals	E		X
<b>Personal Attributes</b>			
<b>Specification</b>	<b>Essential (E) / Desirable (D)</b>	<b>Assess at application</b>	<b>Assess at interview</b>
Highly organised and able to manage a busy workload	E		X
Commitment to safeguarding and promoting the welfare of children and young people	E		X
Clear understanding and working knowledge of Reach South Academy Trust, its ethos and values partners, relevant systems and procedures	E		X
Demonstrate personal and professional integrity, including modelling values and vision;	E		X
Commitment to promote and support the aims and value partners Reach South Academy Trust	E		X
Motivated to work within the education sector and alignment with Reach South values and behaviours	E		X
An approachable personality to whom pupils respond	E		X
Energetic, enthusiastic with a sense of humour	E		X
Self-motivated and hard working with a sense of balance and perspective	E		X
Capacity to be assertive, prioritising the needs of the child, when working with partner agencies	E		X
Flexible attitude with a firm but fair approach to uphold school values, policies and procedures	E		X

